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## POD Network News, Fall/Winter 2000

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## President's Column

Colleagues,

As we approach the fall season, many of us are not only engaged or re-engaged in preparations for yet another productive academic year, but are already thinking about our annual conference in Vancouver, Canada. This year's conference, "Brave New Millennium," under the volunteer leadership and tireless effort of the 2000 Conference Program Staff--Conference Chair, Virleen Carlson, Cornell University, and Program Chair, Bill Burke, University of Kentucky--promises to provide us with many stimulating conversations, conference sessions, and a renewal of collegiality as we celebrate POD's 25<sup>th</sup> anniversary. This is indeed a special occasion! Some of the conversations will be inspired by our key conference speakers, Joan North, University of Wisconsin-Stevens Point, the first president of POD; Richard Tiberius, University of Toronto; Bharati Mukherjee, University of California, Berkeley; Sandra Yancy McGuire, Louisiana State University; and Dennis Williams, Georgetown University.

POD's membership continues to grow and spans a variety of international boundaries and diversity of individuals and institutions. The value and richness of diversity in our membership are key strengths that we will draw on to meet the needs of all our members in this "Brave New Millennium." At the heart of our mission as an organization are the heart-felt beliefs of support, resources, advocacy, and networking, and a strong sense of fostering human development in higher education through faculty, instructional, and organizational development. The values and practice of our mission do not start or end with our annual conference. Let us "walk the talk" and keep the conversations going. Together we can work to build a dynamic organization!

These are exciting, yet complex, times for POD. The Core Committee meets twice a year--once in conjunction with the fall conference, and once in the spring, generally prior to the AAHE conference--to conduct the business of the organization. With the adoption and furthering of the work of the Strategic Plan, Core Committee members and committee chairs will continue to discuss ways to make these efforts more of a reality. We cannot do this alone. This is our work. If any of you have concerns or

questions related to these efforts or issues that you would like the Core Committee to consider, please do not hesitate to contact me. You can reach me at the address or phone number in the POD directory, or by e-mail at [cstanley@coe.tamu.edu](mailto:cstanley@coe.tamu.edu). I look forward to seeing you in Vancouver!

Christine A. Stanley, President

## Silver Memories

### In Words. . .

Many voices, faces and stories have formed the continuing, living history of POD. The Archives and Oral History Committee will be collecting these stories at the POD conference in Vancouver. Joan North, POD's first "president," will kick off the reminiscing at a plenary session on Friday morning by sharing her memories of POD's exciting early days. Participants of the session will be asked to recount some of their favorite POD moments.

The Committee would also like to encourage all POD members to send their personal stories, in any creative form, ahead of time. The stories could focus on such things as insights gained at POD conference sessions, mentors met through the organization, or the personal or professional significance POD has for you. Stories should be sent to Peter Frederick, [frederip@Wabash.edu](mailto:frederip@Wabash.edu), or Joyce Lunde, [jlunde@unlnotes.unl.edu](mailto:jlunde@unlnotes.unl.edu).

### . . . and in Photographs

Karron Lewis is preparing a video with still photographs taken at POD conferences over the years. The tape will be shown from time to time during the Vancouver conference. Photographs from 1996-1999 are still needed. If you have photographs from these years, please send them to Karron at the following address: Center for Teaching Effectiveness, University of Texas-Austin, Main Building 2200 (G2100), Austin, TX 78712-1111.

## **Core Committee Self-Nominations**

The POD Core Committee is our organization's board of directors, and each year our members elect five new representatives. Core Committee members are expected to attend at least two meetings per year and to participate in the coordination of various committees. The fall meeting is held in conjunction with our fall conference. If possible, the spring meeting is planned in relation to another conference--frequently the AAHE meeting. Core Committee members receive \$100/day support for those days when the Core meets (not for the conference itself). For the fall meeting, this is generally two days prior to the conference and one day after the conference. The term for Core Committee members is three years.

The nomination process is simple and straightforward. You must self-nominate using the enclosed form. Please note the deadline. The form must be printed so as to be reproducible. If you have any questions about service in this important, interesting, and exciting capacity contact Jim Eison, Past President, Chair of Nominations and Elections Committee, at [jeison@admin.usf.edu](mailto:jeison@admin.usf.edu).

## **Summer School**

### **Best Practices in Faculty Development: Third National Institute for New Faculty Developers**

Where did 59 educators from colleges and universities across the U.S., Philippines, and Slovakia spend part of their summer? They spent it at the University of Delaware, receiving training in instructional development. The five-day institute, co-sponsored by the POD Network and the University of Delaware's Center for Teaching Effectiveness, introduced new faculty developers to the field and helped them design and implement comprehensive instructional development plans that met the needs of their campuses. Approximately one-fourth of the participants were starting new programs on their campuses; the remainder were joining or revising existing programs. About one-fourth of the participants were from 2-year institutions, one-fourth were from research universities, and one-half were from comprehensive universities.

A team of 14 faculty developers led sessions on topics ranging from "Establishing a program," "Consulting with faculty," and "Running workshop sessions," to "Resources on teaching and instructional development," "Instructional technologies," and Ethical issues." The institute faculty included Gabriele Bauer, Judy Green and Harold White (Delaware), Susan Edington (Madisonville County Community College), Jim Eison (Florida), Dee Fink (Oklahoma), Linc Fisch (Lexington, KY), Fred Rodriguez (Kansas), Mel Silberman (Temple), Loreta Ulmer (Delaware Technical & Community College), Barbara Walvoord (Notre Dame), Carol Weiss (Villanova), Dina Wills (Lehigh), and Don Wulff (Washington). Faculty also made themselves available for individual consultations. Gabriele Bauer, supported by Judy Greene, organized the event.

The informal feedback indicated that participants perceived the institute as very helpful; specifically, participants indicated that they learned how to design and implement instructional development activities and how to consult about instruction. The majority left with an initial plan for implementation of instructional development at their institutions. Based upon the recommendation that the program be offered every three years, the next institute will be held in the summer of 2003.

## **ASU's Summer Institute**

This summer, the Center for Learning and Teaching Excellence (CLTE) at Arizona State University, in conjunction with the Office of the Provost and other campus units, introduced the Summer Institute on College Teaching. Each one-credit-hour course was designed to offer theoretical perspectives and hands-on instruction in such core areas as active learning, classroom assessment, instructional technology, and writing across the curriculum. The courses afforded participants opportunities to design course materials, gain feedback, and work with other colleagues.

Members of the CLTE and faculty and staff from the College of Education, the Division of Undergraduate Academic Services, Instruction Support (IS), the Office of University Evaluation, and Writing Across the Curriculum co-taught the courses. The co-teaching allowed for multiple

perspectives on the course material and helped foster on-going partnerships to support future teaching and learning initiatives.

While there was a diverse team of teachers, the forty-two participants in the Institute were equally diverse. Local community college faculty joined ASU faculty and graduate students, providing participants with a wide variety of teaching experiences and backgrounds for learning from one another.

Evaluations of the classes indicated that they were very well received. For more information on the Summer Institute, see [http:// www.asu.edu/clte](http://www.asu.edu/clte).

## Brown Bag Recipe

*Tena Golding, Director of the Center for Faculty Excellence at Southeastern Louisiana University, shares her recipe for brown bag success.*

As director of our Center for Faculty Excellence and a relatively new faculty developer (about two years), I not only look for hot topics for our faculty brown bag discussions, but also how to organize them. One of our most successful brown bags this semester, Increasing Student Involvement in the Classroom, was guided by an article in *The Teaching Professor* entitled "Multi-Purpose Lecture Breaks," by Cynthia Desrochers (December 1999). Based on this success, I've developed something of a "recipe" for my future brown bags. First, I find an article of interest in one of the resources housed in the Center. Second, I summarize the information, prepare a short presentation, and create a handout for distribution. Finally, on the day of the brown bag, I introduce the topic via the presentation, display the original source, and distribute the handout.

The benefits of this format are threefold: (1) it allows me to share a resource from our library in hopes of piquing faculty interest to visit the Center and read more, (2) it provides a great catalyst for initiating faculty discussion on the topic, and (3) faculty leave with a product. The copies of the slides which are distributed at the beginning not only provide a quick review of the article, but also encourage note taking during the discussion that follows.

## Center Updates

- The Office of Faculty and TA Development (FTAD) at The Ohio State University has recently experienced two big changes. In March, the office moved into new quarters in the Younkin Success Center--a new, state-of-the-art building that brings FTAD together with other campus offices that specialize in student and faculty success. The Office's new address is as follows: Office of Faculty and TA Development, The Ohio State University, 260 Younkin Success Center, 1640 Neil Avenue, Columbus, Ohio 43201-2333, phone 614-292-3644, fax 614-688-5496, e-mail [ftad@osu.edu](mailto:ftad@osu.edu), <http://www.osu.edu/education/ftad>. In July, Alan Kalish joined FTAD as the new Director. He comes to The Ohio State University from California State University, Sacramento, where he was Director of the Center for Teaching and Learning.
- West Virginia University received a Certificate of Excellence in the 2000 Hesburgh Award competition for its state-wide program, The West Virginia Consortium for Faculty & Course Development in International Studies (FACDIS). Celebrating its 20th anniversary in 2000, FACDIS is devoted to enhancing international education throughout the state, and spans 20 public and private sector institutions in West Virginia higher education. Its 375 faculty members represent more than 15 academic disciplines.
- The University of Wisconsin System's Undergraduate Teaching Improvement Council (UTIC) is pleased to announce its new name: the Office of Professional and Instructional Development, or OPID. As a unit within the UW System Office of Academic Affairs, OPID organizes and administers a series of professional development programs designed to meet the broader needs of faculty and instructional staff at the UW System's fifteen institutions. Led by Director Lisa Kornetsky and a staff of four, OPID focuses on student learning, the scholarship of teaching, career stages, and faculty roles and rewards. OPID's recent name change came about after a year-long strategic planning process that clarified its twenty-three-year evolution. OPID is housed along with other UW System Administration units on the UW-Madison campus. For more information on OPID and its

programs, please visit its new website at <http://www.uwsa.edu/opid>.

## Conference Notes

- Lilly Conferences on College & University Teaching: 20th Annual National Lilly Conference, Oxford, OH, November 16-19. For information, registration materials, presenters and topics, check [www.muohio.edu/lillyconference/](http://www.muohio.edu/lillyconference/) or call 513-529-6648. Regional Lilly Conferences, "2001: A Teaching Learning Odyssey." Lilly-South, Athens, GA, February 16-18; Lilly-West, Lake Arrowhead, CA, March 2-4; Lilly-Atlantic, Towson, MD, April 27-29; Lilly-Texas, San Antonio, TX, July TBA; Lilly Summer Institute & Symposium, Ashland, OR, June 20-23. For information, registration materials, and the Call for Proposals for these events, check [www.iats.com](http://www.iats.com) or call 800-718-4287.
- "Building the New Learning Communities," November 17-18, 2000, DoubleTree Park Place Hotel, Minneapolis, Minnesota. Sponsored by The Collaboration for the Advancement of College Teaching & Learning. For details, go to <http://www.collab.org/>.

## Journal on Excellence in College Teaching

For information on submitting manuscripts or subscribing to the *Journal on Excellence in College Teaching*, see <http://ject.lib.muohio.edu> or call 513-529-7224. Note the following dates for the Call for Papers for special issues: Problem Based Learning, 2-1-01; Scholarship of Teaching, 4-3-01; and Teaching With Case Studies, 7-7-01.

## State and Regional Studies Information Requested

We are seeking information on state and regional studies in our colleges and universities. Could you furnish us with a brief description of the ways your college or university engages in state or regional studies? Do you have specific programs in state or regional studies--such as a major, minor, or certificate program? Could you share with us the

names of courses related to state or regional studies on your campus and the names of faculty we might contact? We will be reporting the information on state and regional studies initiatives at the POD conference in Vancouver. Information should be sent to Barbara Lounsberry, Dept. of English, University of Northern Iowa, [Barbara.Lounsberry@UNI.EDU](mailto:Barbara.Lounsberry@UNI.EDU), phone 319-268-0502, fax, 319-266-9122

## Emeritus/Emerita Membership Update

An application for self-nomination for POD Retired Membership Status (Member Emeritus, Member Emerita) is enclosed. If you are not in the "retiring" category, but know a POD member or former POD member who is, please give that person a copy of the form. If you do not have a form, contact Joyce Lunde at [jlunde@unlnotes.unl.edu](mailto:jlunde@unlnotes.unl.edu) or David Graf at [grafd@nova.edu](mailto:grafd@nova.edu).

## Future Newsletter Items

Please submit your news items for the January issue by November 24, 2000. Pieces should be sent to Mary Everley at [EVERL001@TC.UMN.EDU](mailto:EVERL001@TC.UMN.EDU). Call 612-626-0775 or e-mail Mary with questions.

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